I gather that geology is now satisfactorily covered in the general science curriculum for secondary schools in New South Wales, and in the general science text books to go with it, but in New Zealand the physical sciences and mathematics have traditionally been the basis of school science, so that generations of pupils have left school with the notion that science is chemistry and physics, and no more. Biological sciences have gained a footing in recent years, and now psychology and geology appear to be the only important sectors of observational and experimental science still receiving scant treatment in our schools.

As things are, most students enrolling for the first-year science courses are almost totally ignorant of geology, and many with high potential interest and aptitude fail to find out about it until after they have a considerable investment of study-time in other fields. It is true that the number who declare their intention of taking geology as their major subject, year by year, does not differ greatly from the number taking Geology III two years later, but they are not usually the same people. From conversations with students, I gather that many who have included Geology I as a subsidiary subject late in their undergraduate careers wish that they had taken it earlier and so could have advanced in it. Schools Liaison Officers do the best they can to advise senior school pupils in choosing their first-year university subjects, but it is obviously much easier for the students to grasp what is involved in the subjects already familiar to them, and the majority prefer the known to the unknown.

The obvious remedy is to introduce a substantial content of earth sciences in our secondary schools curriculum, but at the same time, in order to provide a definite, immediate objective for study, the earth sciences would also have to be included in the Upper Sixth courses and introduced as a special subject for the new Bursary Examination to be held at the end of the Upper Sixth year.

School teachers have remarked to me that relatively few of them, especially in the girls' schools, have studied the subject at all, and even fewer would feel confident to teach it to a standard comparable with that reached in the physical sciences at the U.E. level. This situation, however, should be improving. Geology has become a very popular one-year subject for both arts and science students, and two years in geology are often taken by those planning to become candidates for M.A. in geography. As Geography degrees are gained by many school teachers, some knowledge of the scope, objectives and methodology of earth science is slowly spreading into the schools. Most teachers would nevertheless have to be provided with a good deal of background information and assistance in other ways, including suggested programmes and materials for practical work, if more secondary schools are to be encouraged to offer geology, but I do not think there is any material obstacle in the way of introducing geology in the schools.

GEOLOGY IN THE UNIVERSITIES

The majority of students enrolling in geology courses at the university do so for reasons enabling them to be classified into three groups:

1. One large group consists of those for whom the subject holds no special interest, nor is it required as part of their training for some profession. Geology I has been included in their science or liberal arts degree structures because they have been advised that it is a good interdisciplinary subject, not fundamentally too difficult, or because it is supposed not to require much mathematical ability. They do *not* contemplate using their geological knowledge in the course of their careers, except perhaps as part of the stock of general knowledge which is valuable for school teaching. This group accounts for most of Geology I enrolments at Canterbury.